

Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher	ISBN - 0133628000		Publisher - Pearson Prentice Hall Customer Service		Provided by the Publisher
	Prentice Hall Biology - Kentucky Student Edition				
	Type - P1	Author - Miller/Levine			
	Copyright - 2009	Edition - 6th	Readability - 1090L		
	Course - High School Life Science		Grade(s) - 9,10,11,12		
	Teacher Edition ISBN if applicable		0133628035		

Overall Recommendation:

☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

This text is a very rich and inclusive text. Standards are addressed in a thorough and accurate fashion throughout. The teacher edition contains multiple strategies for instruction and suggestions for working with a variety of students. There are ample opportunities for integration of technology especially with web-based applications. One concern may perhaps be that the student edition is "very busy" with the amount of information included on specific pages. There is a good use of images, diagrams, charts, etc. but may be distracting to some students.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

- | | | | | |
|---|--|-----------------------------------|---------------------------------|---|
| a) Structure and Transformation of Matter | <input type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input checked="" type="checkbox"/> N/A |
| b) Motion and Forces | <input type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input checked="" type="checkbox"/> N/A |
| c) The Earth and the Universe | <input type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input checked="" type="checkbox"/> N/A |
| d) Unity and Diversity | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| e) Biological Change | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| f) Energy Transformation | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| g) Interdependence | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |

2) Addresses content-specific enduring understandings from the related Program of Studies standards.

☒ Strong ☐ Moderate ☐ Little ☐ N/A

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3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

4) **Content addressed is current, relevant and non-trivial** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) **Provides opportunities for critical thinking/reasoning** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

6) **Strengths, Weaknesses, Comments:**

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Specific core content statements are addressed in the teacher's edition as to where they are covered specifically in the text. The core content is thoroughly addressed in all areas related to the biology curriculum. There are numerous opportunities for critical thinking/reasoning skills to be practiced by the students in various forms such as performance-based assessments, open inquiry, guided inquiry, and writing assignments. Specific program of studies statements are not specifically identified, however they are covered within the text.

B. Functionality & Suitability

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) **Content quality** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) **Connections to Literacy**

Note: may apply to either student or teacher editions

☒ Strong ☐ Moderate ☐ Little

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?

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- Does understanding the text require having performed the imbedded activities?

4) Connections to Technology

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms

Note: may apply only to teacher edition

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

This text contains ample opportunities for technology integration through web-based activities noted in the text. It is organized in a manner that should allow for ease of use by the teacher and the student alike. The teacher's edition includes specific notes with regard to working with diverse learning strategies, inquiry, and assessment. Support for ESL students is available through the use of ancillary materials (see ancillary list). Technology use in labs and activities is somewhat limited though.

C. Supports Inquiry and Skill Development

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Promotes Inquiry, research and Application of Learning

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

Note: may apply to either teacher or student edition

2) Skill Development

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)

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- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

Numerous types of inquiry activities are included in this text -from open-ended to guided. The embedded activities, while using some technology, tends to be somewhat limited. There are numerous opportunities included for student to use critical thinking skills and reasoning skills through analysis of data tables, charts, and graphs. The teacher's edition contains a section which specifically identifies the location of selected inquiry type skills to allow for teachers to look for specific inquiry skills if they would like.

D. Supports Best Practices of Teaching and Learning

- ☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) Engages Students

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The text is interesting to read and the images and so on used are engaging. Numerous real life applications are included to assist students in seeing the applications to real-life or authentic use of the material which is being covered. The assessments include multiple forms of questions and tasks to determine mastery of the material. These are incorporated within the chapter as well as in the form of a chapter review section which includes a variety of assessment formats including performance-based

assessments.

E. Has an Organization/ Format that Supports Learning and Teaching

- ☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Organizational Quality

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
 - Presents chapters/lessons in an organized and logical sequence
 - Provides clearly stated objectives for each lesson.
 - Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
 - Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
 - Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
 - Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
 - Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

☒ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The text is well organized and appears to be easy to follow. The text features help to guide students through the assigned readings. There are numerous illustrations and graphics used (to the point that it may distract some students) that are designed to help students make connections to authentic situations or enhance general understanding of the material. The teacher's edition is designed as a tool for the teacher to not only teach, but to plan and implement instruction of the content.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

- ☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals

- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

This text/program is rich with additional resources that provide teachers and students with a wide variety and multitude of effective learning opportunities. The abundance and depth of learning opportunities offered here provides a more than adequate introduction to biology.